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ABSTRACT

This manual provides instructions for the administration, scoring and interpretation of 6 Preschool Talent Checklists (PTC) which have been developed for screening handicapped and non-handicapped, preschool children who may be gifted or talented. Rationale, description, development and standardization of the PTC are reviewed. The PTC are 6 separate checklists corresponding to the following talent areas: intellectual, academic (specifically, reading, math, and science), creative, leadership, visual and performing arts (art and music), and psychomotor. Each checklist includes a set of items which represent specific child behavior characteristics to be observed by the teacher and then rated on a 1 to 5 scale from strongly disagree to strongly agree. Checklist items have been worded to avoid penalizing children with little or no spoken language. Follow-up talent assessment is advised for handicapped children who score at 1 1/2 standard deviations above the mean score of the norm group on each talent checklist. Descriptive data on the standardization sample are included. It is suggested that, when students are evaluated on an item by item basis, the PTC provides information about learning styles and motivational characteristics of children which can guide teachers in selecting instructional approaches and techniques. The manual contains a list of every checklist item and cites sources which support each item. References used in the development of the PTC are included. (RH)

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PRESCHOOL TALENT CHECKLISTS MANUAL

Intellectual
Academic
Creative
Leadership
Visual and Performing Arts
Psychomotor

Merle B. Karnes and Associates

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RAPHYHT: A Model Program for Retrieval and Acceleration of Promising Young
Handicapped and Talented

Funded by: Bureau of Education for the Handicapped, Department of Health,
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Task force members who developed the first set of six checklists or observation guides: Barbara Yoshioka, Susan Cohen, Darryl Ratts, Jane Bertschi, Terry Moyemont, Linda Gilkerson, Barbara Arthur, Linda Berg, Anne Walker, Marilyn Lindholm, Alison Rosen, Cheryl Jacobsen, Margaret Leshor.

Individuals responsible for revising and editing the checklists for clarity and consistency of format: Mark Williams and Polly Kemp.

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The preschool teachers, too numerous to name, who used the talent checklists and provided feedback which helped us revise the checklists, as well as those teachers whose checklist ratings were used to establish the normative scores.

Jane Bertschi coordinated, supported and encouraged all aspects of the development task and Angela Taylor organized the material in the present manual.

The cover design is the work of Cynthia Mohrman.

Many thanks to each and every person who had a part in developing and refining these checklists. While the checklists will continue to be revised and refined, this pioneer effort is viewed as a major step forward. Hopefully, many children will be identified as having talents and will receive more appropriate programming as a result of these checklists.

Merle B. Karnes, Ed.D.
Director of RPYHT Project

FOREWORD

In the Fall of 1975 the Institute for Child Behavior and Development at the University of Illinois received a grant from the Federal Bureau of Education for the Handicapped (BEH) to develop and demonstrate a model program for the "Retrieval and Acceleration of Promising Young Handicapped and Talented" (RAPYHT). Children from three to five years of age were included in the project, which has completed the last year of a three-year demonstration cycle and is entering into the first year of outreach funding.

The principle goal of this project has been to develop and demonstrate an approach for educating young gifted talented handicapped children who are enrolled in programs that also serve gifted children with no handicaps, average children with no handicaps and multi-handicapped children who are of higher but not gifted ability. Since there are relatively small numbers of gifted handicapped children in any population, the approach has been to educate them in the mainstream, but, at the same time, provide them with special programming to meet the unique needs associated with giftedness and talent.

A major outcome of this three-year demonstration project has been the completion of a set of printed materials designed to aid classroom teachers and parents who desire to identify and encourage the development of the gifts and talents of young children, including those who are handicapped. This set of materials includes guides for screening, assessing and programming for children in the areas of intellectual, academic (reading, math, science), creative, leadership, visual and performing arts (art and music), and psychomotor talent. These materials are applicable for use with young gifted/talented children as well as those who are gifted/talented with handicaps. In fact, every child has a measure of talent which may go underdeveloped unless identified and nurtured. Therefore, we are convinced that careful observation and programming in talent areas is important for all children.

We are also committed to the premise that the earlier we identify and program for talents the greater the chances that the child will fully develop his true potential. Nationwide, there have been relatively few efforts devoted to identifying and programming for young gifted/talented and even less for the gifted/talented handicapped. Hopefully, the products developed by the RAPYHT Project will create more awareness of the need to identify and program for this neglected segment of our population.

Merle B. Karnes, Ed.D.
Director of RAPYHT Project

INTRODUCTION

The importance of early childhood education for the handicapped has by now become generally recognized, and preschool children with handicaps are increasingly being identified and placed in special intervention programs. Less recognized, however, is the fact that some preschool handicapped children also have outstanding abilities in addition to their handicapping condition. The cerebral palsied child who is capable of intellectual functioning at the gifted level, the blind child with musical talent, and the emotionally handicapped child with artistic talent are all examples. Each of these children could benefit from an educational program where the teacher and staff are aware of and implement special procedures for meeting the needs of gifted and talented. However, before appropriate educational interventions can be provided, these children must be identified.

In identifying gifted and talented youngsters within the preschool handicapped population an important initial task is to determine which children will be most likely to demonstrate talent or potential talent. This requires an accurate screening device which can be used as a basis for selecting children to receive further talent assessment. The Preschool Talent Checklists (PTC) were developed primarily to serve this screening function. They are designed as a classroom observation instrument to be used by preschool teachers to evaluate talent behavior of handicapped children ages 3-6 years. The PTC can also be used for screening talents of non-handicapped preschool children.

Rationale

Teachers who work with children in the classroom on a day-to-day basis can act as important resources in identifying students with special abilities.

However, because the problems of the preschool handicapped child tend to hide or inhibit free expression of abilities, it is often difficult for teachers to recognize talent in these children's classroom performances. Teachers of handicapped children must therefore become expert observers; but they must look for specific behavioral characteristics rather than finished products. Although a child might not seem to be performing at a superior level in the classroom, he/she may actually have several characteristics which indicate talent.

The PTC helps teachers become better talent observers by providing them with a set of specific behavioral characteristics which are indicative of talent or giftedness and which serve as guides for observing classroom behavior. The checklists can be used as a classroom screening device to identify outstanding pupils who may need additional services or simply as a tool for determining areas of potential which would not be captured through the usual methods of evaluation.

Teachers who have used the PTC have found that they have gained a great deal of information about their pupils. They have become more sensitive to the children's strengths, and, in some cases, teachers have discovered that one or several children show exceptional ability in one or more talent areas.

Description of the Checklists

The PTC consists of six separate checklists corresponding to the following talent areas: Intellectual, Academic, Creative, Leadership, Visual & Performing Arts, and Psychomotor. Each checklist includes a set of items which represent specific child behavior characteristics to be observed by the teacher and then rated on a 1 to 5 scale from strongly disagree to strongly agree. The six checklists are described below:

Intellectual Checklist

The Intellectual Checklist consists of ten items related to general intellectual abilities such as memory, awareness, learning ability, self-expression, reasoning, and comprehension.

Academic Checklist

The Academic Checklist is divided into three checklists of seven items each covering the specific subject areas of Reading, Math, and Science. Items on these checklists pertain to the child's interest and involvement in the subject matter as well as ability to perform in a particular academic area.

Creative Checklist

The Creative Checklist contains ten items which measure the degree to which the child shows curiosity, productivity, originality, flexibility, and independence in classroom performance.

Leadership Checklist

The ten items of the Leadership Checklist have to do with the child's ability to adapt to social situations, get along with others, and take a leadership role in peer interactions.

Visual & Performing Arts Checklist

The Visual & Performing Arts Checklist is separated into a ten item Art Checklist and a nine item Music Checklist. Like the Academic Checklists, these items measure the child's level of interest and participation as well as the quality of performance in the areas of art and music.

Psychomotor Checklist

The Psychomotor Checklist consists of ten items related to fine eye-hand and mechanical skills as well as gross-motor abilities of balance, strength, agility, and body coordination.

INSTRUCTIONS FOR ADMINISTRATION

To conduct a classroom screening using the Preschool Talent Checklists, the teacher simply studies the items in each area of talent, then observes children in the classroom and rates each child's performance in relation to the items on the checklists. The teacher should follow the specific steps below in completing the checklists:

1. List each child by name and birthdate (e.g., Tom S. 10-12-73) in order from youngest to oldest. Copy these names in order in the spaces provided at the top of each checklist. Write the birthdate of each child on the Intellectual Talent Checklist only.
2. Choose one checklist. (Complete all three areas of the Academic Talent Checklist - Reading, Math, Science - at one time. Complete the Art and Music Areas of the Visual & Performing Arts Talent Checklist separately.)
3. Carefully read each item on the checklist you have chosen.
4. Observe the children for one or two days with the items on the checklist clearly in mind. Review these items briefly once or twice during this period of observation.
5. Set aside 20-30 minutes to complete the checklist. Rate each child on each item according to the following scale:
 1. Strongly disagree
 2. Disagree
 3. Neutral
 4. Agree
 5. Strongly agree
6. Begin with the item at the top of the checklist. Read item #1 carefully.
 - a. Rate the first child listed according to how strongly you feel that item #1 applies to him/her.
 - b. Be sure to consider the age of the child in your rating. Normal development is very rapid during the preschool years; therefore, each child should be rated as to whether he/she displays a given characteristic to an outstanding degree for his/her age.

7. Follow the same procedure to rate the first child on the remaining items. Do not allow your responses on previous items to influence your thinking on a current item. The ratings are of value only if each item is considered independently of the others.
8. Follow the above procedure to rate each child in the class. Remember to consider the age of each child and avoid comparison between children's ratings on any given item.
9. Repeat this rating procedure for each of the other Talent Checklists.

IMPORTANT NOTE:

Checklist items have been worded to avoid penalizing children with little or no spoken language. Keep in mind that less verbal children may exhibit some of the characteristics included in the checklists in ways that differ from those demonstrated by more verbal children.

SCORING AND INTERPRETATION

Computing Checklist Scores

After ratings have been completed on each of the talent checklists, total raw scores should be computed as follows:

1. Beginning with the Intellectual checklist, sum the ratings for all items in the first child's column and record the total in the designated box at the bottom of the checklist.
2. Repeat this procedure for each of the other children.
3. Compute totals in the same manner for the remaining checklists. (Score the three Academic checklists and the Art and Music checklists separately.)

Each child should have nine total raw scores corresponding to the nine areas covered by the PTC.

Selecting Children for Follow-up

Specific criteria for selection of children for follow-up talent assessment have been determined on the basis of checklist scores of a normative sample of 194 preschool handicapped children. Cut-off scores have been established at $1\frac{1}{2}$ standard deviations above the mean or average score of the norm group on each talent checklist. For screening non-handicapped children, local norms should be used. (See also "Instrument Development and Standardization.")

To identify those children who meet the talent selection criteria, an Individual PTC Profile is completed on each child in the class. This profile is presented in graph form with the $1\frac{1}{2}$ standard deviation cut-off score levels for each talent area indicated by a solid line. (See sample profile on page 7.) To fill out the profile for an individual child, the teacher proceeds as follows:

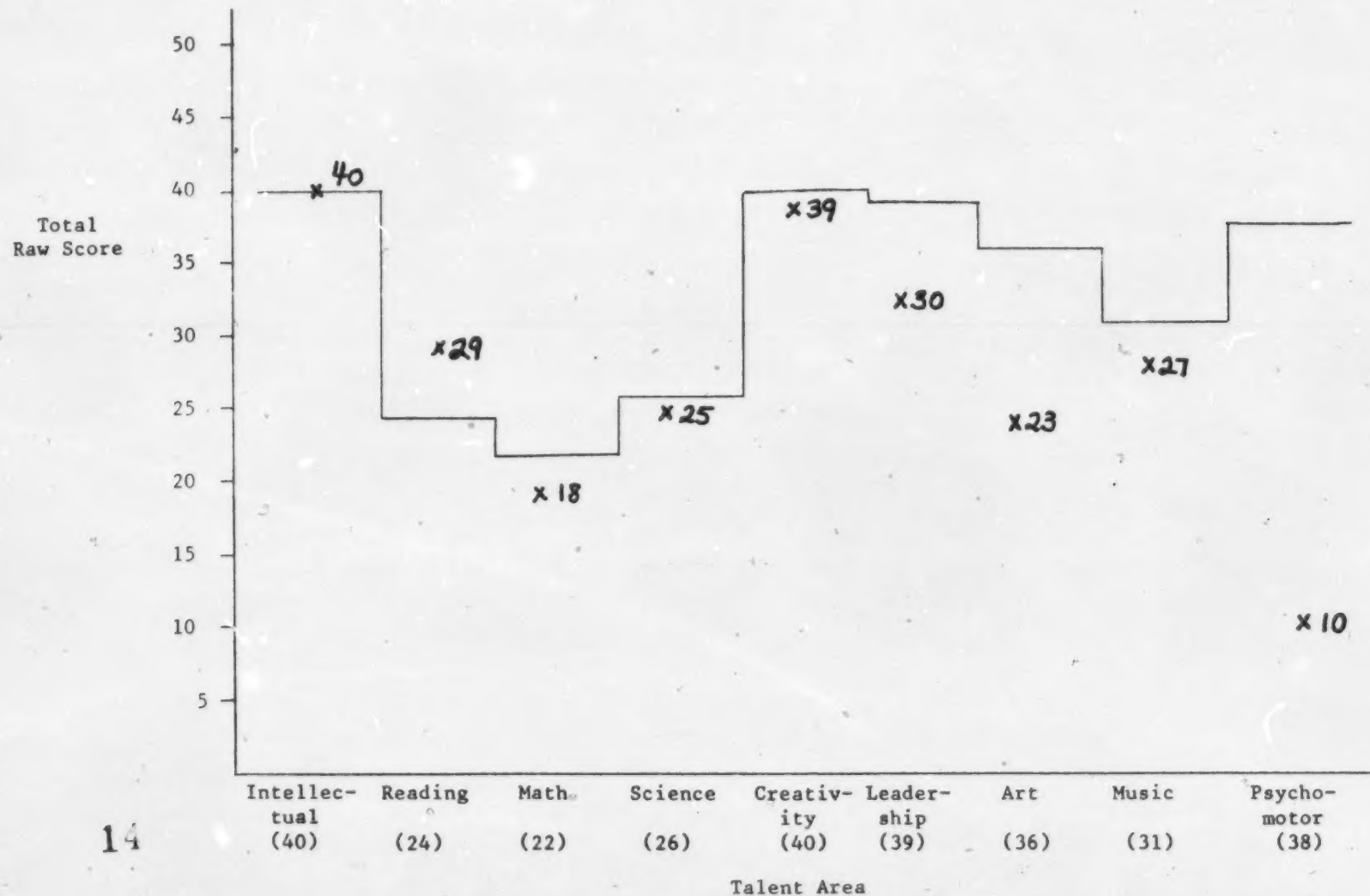
1. Locate the child's raw score for the Intellectual checklist along the vertical axis of the graph.
2. Make a mark (dot or x) at this level directly above the appropriate checklist name indicated on the horizontal axis.

INDIVIDUAL PTC PROFILE

Child's Name Peter
 Child's Code 010108
 Birthdate 5-13-73

Key: _____ = cutoff level for talent
 follow-up assessment

Note: Cutoff scores are indicated in
 parentheses below each talent area.



3. Write in the child's obtained raw score next to this mark.
4. Repeat the above procedure for each of the remaining checklists.

The completed PTC Profile provides a simple visual picture of the child's relative standing in the nine talent areas as well as his/her performance in relation to the selection criteria. The teacher should note which children have a score or scores which fall at or above the cut-off level. These children should then be referred for more comprehensive assessment (Procedures for conducting the talent assessment are described in the Preschool Talent Assessment Guide.)

Using the PTC for Instructional Planning

In addition to its talent screening function, the PTC can be used as a tool for instructional planning for individual students or an entire class. In this type of analysis, the teacher looks for significant patterns of high and low ratings within a particular talent area and uses this information as an indicator of possible instructional needs.

Figure 1 shows an example of class ratings on the science checklist. Note that Jason has a particularly high total score as compared to others in the class. This child may be ready for an enriched or expanded educational program to nurture his potential in the science area. On the other hand, Tim is quite low in this area and may require individualized instruction at a more basic level. In a similar fashion, checklist rating patterns which indicate common interests or abilities (such as those shown for Jane, Jason, Linda, and Diane on items 1 and 2) can be used as a basis for grouping children to participate in special projects or for introducing new activities into the

existing classroom curriculum. Finally, when evaluated on an item-by-item basis, the PTC provides information about learning styles and motivational characteristics of children which can guide the teacher in selecting appropriate instructional approaches and techniques. Thus, PTC results can be incorporated into classroom instruction in a variety of ways dependent upon the characteristics and resources of individual teachers and classrooms.

ACADEMIC TALENT CHECKLIST - SCIENCE

1. Strongly disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly agree

Date: 10-15 Classroom: #204

Observer: M. Jones

NAMES and AGES OF CHILDREN

		Jane	Billy	Kevin	Jason	Linda	Karen	Randy	Steven	Diane	Jody	Tim
→ 1. Examines objects carefully, or observes events closely	→	4	3	3	5	4	3	3	3	4	2	1
2. Shows strong interest or exceptional skill in classifying		3	3	3	4	3	3	3	2	2	4	1
→ 3. Has long attention span for activities related to science or nature	→	4	3	3	5	4	3	3	2	4	3	1
4. Often inquires about the nature and function of things		3	3	3	5	3	3	3	2	3	1	1
5. Shows strong interest in science projects or experiments		3	3	3	4	3	3	3	2	3	3	1
6. Demonstrates advanced understanding of cause and effect relationships		3	3	3	4	3	3	3	2	3	2	1
7. Demonstrates advanced understanding of abstract concepts (e.g., metamorphosis, evaporation)		1	1	1	2	1	1	1	1	1	1	1
TOTAL		21	19	19	29	21	19	19	14	20	16	7

Figure 1. Class rating patterns on completed Science Checklist of the PTC

DEVELOPMENT AND STANDARDIZATION OF THE PTC

Instrument Development

The initial pool of items for each of the talent checklists was generated as a result of the following procedures:

1. Comprehensive review of research literature and published texts dealing with identification and education of the gifted and talented;
2. Review of existing standardized tests, checklists, rating scales and other instruments relevant to the various talent areas;
3. Consultation with experts in specific subject areas (e.g., art, music, physical education), educators/researchers in the field of gifted and/or handicapped and qualified project staff.

This information was then reviewed to determine those characteristics which were considered to be of greatest importance and/or were cited most frequently by the various sources. The final checklist items were selected, adapted, and/or developed to conform to the following criteria:

1. Appropriateness for preschool age level,
2. Applicability to a handicapped population,
3. Relevance to the individual talent areas,
4. Ability to discriminate among talented and non-talented children,
5. Ease of observation and rating by the teacher.

In order to tailor the checklists for the preschool handicapped population an attempt was made to word items in such a way as to avoid penalizing children with low verbal skills. Also, items were included to measure motivational characteristics (e.g., "Spends a great deal of time drawing . . .") as well as level of performance (e.g., "Produces artwork which is superior in composition").

A preliminary version of the Preschool Talent Checklists was field tested in the classrooms of the project site as well as a number of preschool classrooms

in special education districts throughout the state of Illinois. All teachers who used the instrument were asked to provide detailed feedback on the checklists through written comments and completion of a checklist evaluation questionnaire. The questionnaire provided teacher opinions on ease of use of the instrument, value and usefulness of the information obtained, and validity and relevance of the items. The experimental checklists were also distributed for review by the various experts who contributed in the initial development of the instrument.

Based on the information obtained in the field-test phase a number of revisions were made in both the content and format of the instrument. These revisions were incorporated in the present version of the PTC.

Standardization

The standardization sample for the Preschool Talent Checklists consisted of 194 preschool handicapped children, ranging in age from 3 to 6 years, who were rated by their teachers during fall, 1977. (See Table 1.) Children in the sample were mildly to severely handicapped and included speech/language impaired, orthopedically handicapped, visually handicapped, mentally retarded, deaf/hard-of-hearing, learning disabled and multihandicapped.

Table 1

Distribution of Standardization Group
by Chronological Age

Age Range*	# of Children
3-0 to 3-11	40
4-0 to 4-11	86
5-0 to 5-11	65
6-0 to 6-11	3
Total	194

*Chronological age in years and months

The standardization group was drawn from both rural and urban communities within the state of Illinois and represents four school districts, seven schools, and twenty-three classrooms. The specific schools participating in the PTC standardization are listed in Table 2.

Table 2

Schools Participating in PTC Standardization

District/Program	School
Aurora Public Schools Westside Aurora, IL.	- Edna Smith Preschool Center
Joint Early Education for Preschool Handicapped Champaign, IL.	- Colonel Wolfe Preschool - Broadmeadow Grade School
Special Education Association of Peoria County	- Bartonville Grade School - Gardner Grade School - Hanna City Grade School
Tri-County Special Education District Murphysboro, IL.	- SIU Cooperative Preschool

Table 3 presents descriptive statistical data for the normative sample based on total raw scores on each talent checklist. The table shows the lowest and highest possible scores for each checklist when all items are rated as well as the actual score ranges obtained for the norm group. Since some teachers failed to rate all items, the lower limit for the obtained ranges is zero (except in the case of the Intellectual checklist). The last two columns of the table specify the mean scores and standard deviations for the standardization sample. These scores were used in computing cut-off levels for each of the talent checklists (i.e., mean score + $1\frac{1}{2}$ standard deviations).

Table 3
Score Ranges, Mean Scores, and Standard Deviations
for the PTC Standardization Sample
(N=194)

Checklists	Possible Score Range	Obtained Score Range	Mean	Standard Deviation
Intellectual	10-50	10-47	27.16	8.31
Reading	7-35	0-31	16.19	5.42
Math	7-35	0-30	12.29	6.20
Science	7-35	0-34	16.69	6.03
Creative	10-50	0-49	27.20	8.71
Leadership	10-50	0-47	26.05	8.46
Art	10-50	0-43	23.45	8.13
Music	9-45	0-36	20.37	7.20
Psychomotor	10-50	0-50	25.94	7.87

Reliability

Split-half reliability was determined for each of the nine talent checklists by computing scores on the odd and even items of each checklist and applying the corrected Spearman-Brown formula. The resulting reliability coefficients are presented in Table 4 and indicate the internal consistency of the content of each checklist.

Statistical data on inter-rater agreement on the Preschool Talent Checklist is not available at this time, but will be included in subsequent presentations of the technical data on the instrument.

Table 4

Split-Half Reliability Coefficients for the Nine Talent Checklists

Checklist	Reliability Coefficient
Intellectual	.95
Reading	.88
Mathematics	.91
Science	.92
Creative	.94
Leadership	.93
Art	.93
Music	.92
Psychomotor	.93

Validity

Content validity of the PTC has been established on the basis of thorough and systematic procedures implemented in identifying and selecting appropriate checklist items. These procedures have already been described in detail in the

section on "Instrument Development." In addition, Table 5 provides a list of resources supporting each item on the PTC, and all sources consulted in development of the checklists are listed in the reference section of the manual.

Data regarding construct validity of the Intellectual, Academic, Creative, Leadership and Psychomotor checklists is currently being compiled and will include correlations between these checklist scores and standardized measures of intelligence, academic achievement, creativity, social maturity, and motor development.

Table 5: Sources Supporting Individual Items of the Preschool Talent Checklist

Intellectual Checklist Items	Sources
1. Is highly alert and observant	Burt, 1975; Kough, 1960; Laycock, 1957; Seagoe, 1974; Area Service Center, Note 1
2. Demonstrates exceptional retention of material presented	Burt, 1975; Hildreth, 1966; Kough, 1960; Laycock, 1957; Seagoe, 1974; Taylor, 1968; Area Service Center, Note 1
3. Is very curious about a great variety of things	Burt, 1975; Hildreth, 1966; Kough, 1960; Laycock, 1957; Seagoe, 1974; Area Service Center, Note 1
4. Is often absorbed in activity	Laycock, 1957; Seagoe, 1974
5. Learns easily and readily	Burt, 1975; Hildreth, 1966; Kough, 1960; Laycock, 1957; Taylor, 1968; Area Service Center, Note 1
6. Conveys ideas exceptionally well	Burt, 1975; Hildreth, 1966; Kough, 1960; Laycock, 1957; Seagoe, 1974; Taylor, 1968; Area Service Center, Note 1
7. Demonstrates advanced ability to apply knowledge to practical situations	Burt, 1975; Hildreth, 1966; Kough, 1960
8. Knows about many things of which other children his/her age are unaware	Hildreth, 1966; Kough, 1960; Seagoe, 1974; Taylor, 1968; Area Service Center, Note 1
9. Demonstrates advanced understanding of abstract relations (e.g., cause & effect)	Burt, 1975; Hildreth, 1966; Kough, 1960; Laycock, 1957; Seagoe, 1974; Area Service Center, Note 1
10. Demonstrates exceptional ability to solve problems	Hildreth, 1966; Laycock, 1957; Seagoe, 1974; Taylor, 1968
Academic Checklist Items - Reading	
1. Often selects books as an activity	Durkin, 1966; Spache and Spache, 1969
2. Uses advanced vocabulary and sentence structure	Spache and Spache, 1969; Taylor, 1968

Table 5. Continued

Academic Checklist Items - Reading	Sources
3. Has long attention span for reading activities	Durkin, 1966; Spache and Spache, 1969; Area Service Center, Note 1
4. Demonstrates understanding and exceptional retention of what has been read to him/her	Spache and Spache, 1969; Taylor, 1968
5. Shows exceptional retention of symbols, letters, and words	Durkin, 1966, 1972; Madden and Gardner, 1969; Spache and Spache, 1969
6. Shows unusual interest in printing names, letters, and words	Durkin, 1966, 1972; Spache and Spache, 1969
7. Demonstrates ability to read	Durkin, 1966, 1972; Taylor, 1968; Area Service Center, Note 1
Academic Checklist Items - Math	
1. Shows strong interest in counting measuring, weighing, or ordering objects	Burt, 1975; Madden and Gardner, 1969; Spodek, 1972
2. Has long attention span for math and math-related activities	Area Service Center, Note 1
3. Demonstrates advanced understanding of mathematical relationships (e.g., sets, number)	Madden and Gardner, 1969; Spodek, 1972
4. Demonstrates advanced understanding and retention of mathematical symbols (e.g., numerals, operation signs)	Spodek, 1972
5. Performs simple operations of addition and subtraction easily	Madden and Gardner, 1969; Spodek, 1972
6. Shows strong interest in or advanced understanding of concepts related to time (clock, calendar) or money	Burt, 1975; Spodek, 1969
7. Often applies math skills and concepts to activities and projects other than math	Area Service Center, Note 1

Table 5. Continued

Academic Checklist Items - Science	Sources
1. Examines objects carefully; or observes events closely	George, 1968; Gowan and Bruch, 1971; Hurd and Gallagher, 1968
2. Shows strong interest or exceptional skill in classifying	George, 1968
3. Has long attention span for activities related to science or nature	Gowan and Bruch, 1971; Kough, 1960; Area Service Center, Note 1
4. Often inquires about the nature and function of things	George, 1968; Gowan and Bruch, 1971; Kough, 1960; Area Service Center, Note 1
5. Shows strong interest in science projects or experiments	Gowan and Bruch, 1971; Hurd and Gallagher, 1968; Kough, 1960; Area Service Center, Note 1
6. Demonstrates advanced understanding of cause and effect relationships	Hurd and Gallagher, 1968
7. Demonstrates advanced understanding of abstract concepts (e.g., metamorphosis, evaporation)	Hurd and Gallagher, 1968; Kough, 1960
Creative Checklist Items	
1. Is highly inquisitive, often examining things closely or asking many questions	Kough, 1960; Lucito, 1974; Renzulli et al., 1976; Taylor, 1968, Torrance, 1967; 1969; Area Service Center, Note 1
2. Has a keen sense of humor	Lucito, 1974; Renzulli et al., 1976; Torrance, 1967; Area Service Center, Note 1
3. Is often busily involved in work of great interest to him/her	Lucito, 1974; Torrance, 1969
4. Demonstrates a high energy level through high productivity or interest in many different things	Torrance, 1967, 1969
5. Often does things in his/her own way (independent, non-conforming)	Lucito, 1974; Renzulli et al., 1976; Taylor, 1968; Torrance, 1967, 1969; Area Service Center, Note 1

Table 5. Continued

Creative Checklist Items	Sources
6. Is highly imaginative in art work, play, use of materials or ideas	Lucito, 1974; Renzulli et al., 1976; Torrance, 1967; Area Service Center, Note 1
7. Often has many ideas for a given situation	Kough, 1960; Renzulli et al., 1976; Torrance, 1967; Area Service Center, Note 1
8. Is able to attack a problem or use materials in more than one way (flexibility)	Guilford, 1975; Kough, 1960; Taylor, 1968; Torrance, 1967
9. Often has original ideas or makes original products	Guilford, 1975; Kough, 1960; Taylor, 1968; Torrance, 1967
10. Elaborates in great detail in art work, play, or conversation	Guilford, 1975; Taylor, 1968; Torrance, 1967
Social Checklist Items	
1. Adapts readily to new situations	Renzulli et al., 1976; Area Service Center, Note 1
2. Is frequently sought out by other children as a play and work companion	Dehaan, 1962; Gowan and Bruch, 1971
3. Is self-confident around others	Dehaan, 1962; Renzulli et al., 1976
4. Tends to direct activities in which he/she is involved	Renzulli et al., 1976; Area Service Center, Note 1
5. Interacts easily with other children and adults	Dehaan, 1962; Gowan and Bruch, 1971; Seagoe, 1974; Area Service Center, Note 1
6. Generates ideas for activities and solutions to problems	Dehaan, 1962; Gowan and Bruch, 1971; Kough, 1960; Area Service Center, Note 1
7. Takes initiative with peers	Dehaan, 1962; Seagoe, 1974; Area Service Center, Note 1

Table 5. Continued

8. Shows an awareness of the needs of others	Dehaan, 1962; Seagoe, 1974; Area Service Center, Note 1
9. Assumes responsibility beyond what is expected for his/her age	Renzulli et al., 1976; Area Service Center, Note 1
10. Is often used as a resource by other children	Dehaan, 1962; Gowan and Bruch, 1971; Kough, 1960; Area Service Center, Note 1
V. & P. Arts Checklist Items - Art	
1. Shows a very strong interest in anything visual	Lark-Horwitz, 1973; Wilson and Wilson, 1976
2. Remembers in great detail what he/she has seen	Hurwitz, 1976; Lark-Horwitz, 1973; Wilson, 1971; Wilson and Wilson, 1976
3. Spends a great deal of time drawing, painting, or modeling	Kough, 1960; Lark-Horwitz, 1973; Renzulli et al., 1976; Area Service Center, Note 1
4. Works seriously on art projects, and derives much satisfaction from them	Hurwitz, 1976; Kough, 1960; Lark-Horwitz, 1973; Area Service Center, Note 1
5. Demonstrates accelerated development of technical skill in art production	Lark-Horwitz, 1973; Wilson, 1971
6. Uses art media in original ways; experiments with alternative or innovative uses for art materials	Kough, 1960; Lark-Horwitz, 1973; Renzulli et al., 1976; Area Service Center, Note 1
7. Deliberately plans ahead the use and placement of elements in his/her pictures	Lark-Horwitz, 1973; Wilson, 1971; Hardiman, Note 2; Holden, Note 3
8. Includes considerable detail and or embellishments in his/her drawings	Renzulli et al., 1976; Wilson, 1971; Area Service Center, Note 1; Hardiman, Note 2
9. Produces art work which is superior in composition (balance, unity, use of space), design and color	Lark-Horwitz, 1973; Renzulli et al., 1976; Wilson, 1971; Hardiman, Note 2
10. Produces art work which is highly original and has a very distinctive style	Kough, 1960; Lark-Horwitz, 1973; Wilson, 1971; Area Service Center, Note 1; Hardiman, Note 2

Table 5. Continued

V. & P. Arts Checklist Items - Music	Sources
1. Shows unusually high interest in music activities	Coleman, 1939; Renzulli et al., 1976; Colwell, Note 4; Smith, Note 5; Thomas, Note 6
2. Responds sensitively to the mood or character of music	Coleman, 1939; Kough, 1960; Renzulli et al., 1976; Area Service Center, Note 1; Colwell, Note 4; Thomas, Note 6
3. Repeats short rhythmic patterns with ease	Coleman, 1939; Area Service Center, Note 1; Colwell, Note 5
4. Sings in tune or very nearly in tune	Coleman, 1939; Kough, 1960; Area Service Center, Note 1; Smith, Note 5; Thomas, Note 6
5. Identifies two short rhythmic patterns as the same or different	Gordon, 1965; Seashore, 1960
6. Identifies familiar songs from the rhythm alone	Smith, Note 5
7. Sings on the same pitch as a model (within the child's natural range)	Area Service Center, Note 1; Thomas, Note 6
8. Identifies the high (lower) of two tones	Bentley, 1966; Seashore, 1960; Colwell, Note 4
9. Identifies two short melodies as the same or different	Bentley, 1966; Gordon, 1965; Wing, 1954; Colwell, Note 4
Psychomotor Checklist Items	
1. Shows strong interest in fine motor activities	Kough, 1960
2. Demonstrates advanced eye-hand efficiency	Harrow, 1972; Sinclair, 1971, 1973
3. Enjoys movement for its own sake (running, jumping, climbing)	Kough, 1960; Area Service Center, Note 1
4. Demonstrates a wide range of movement (e.g., slow to fast, gentle to strong)	Harrow, 1972

Table 5. Continued

5. Shows exceptional balance while performing motor tasks (e.g., balance beam, trampoline)	Godfrey, 1969; Harrow, 1972; Sinclair, 1971, 1973
6. Shows exceptional agility in maneuvering his/her body (e.g., stopping and starting, changing direction with control)	Harrow, 1972; Sinclair, 1971, 1973; Area Service Center, Note 1
7. Shows exceptional strength for his/her age	Harrow, 1972
8. Demonstrates advanced development of basic motor skills (walking, running, climbing, jumping, kicking, throwing, catching)	Godfrey, 1969; Sinclair, 1971; 1973; Area Service Center, Note 1
9. Shows outstanding ability to combine previously learned motor skills (e.g., combining running with jumping)	Harrow, 1972
10. Demonstrates advanced ability to adapt basic motor skills or combinations of motor skills to goal-directed activities (e.g., games)	Harrow, 1972

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